



CORPORATE AND ACADEMIC SERVICES

MODULE CHANGE LOG

Module code USPJV7-10-M	Module Title Introduction to Cognitive Behavioural Therapy
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1.1

CAP approval date 23 January 2013	Change approved with effect from September 2012
Change Reduction to word limit for Component B from 3000 word to 2000 word Essay	
Rationale The module team feel that a 2000 word piece of work is more appropriate for this 10 credit module which also includes an in class examination (1 hour).	

1.2

CAP approval date date	Change approved with effect from Valid from date
Change	
Rationale	

1.3

CAP approval date date	Change approved with effect from Valid from date
Change	
Rationale	



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MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Introduction to Cognitive Behavioural Therapy				
Module Code	USPJV7-10-M	Level	M	Version	1.1
Owning Faculty	Health and Life Sciences	Field	Psychology		
Contributes towards	MSc / PG Dip Psychological Therapies (Cognitive Behavioural Therapy)				
UWE Credit Rating	10	ECTS Credit Rating	5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	Degree in psychology or related discipline OR professional qualification in counselling at diploma level or above	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	23 January 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate awareness of the principles of cognitive behavioural therapy (CBT) and how to apply them in order to understand client/service user problems • Consider critically the philosophical basis of CBT and the evidence base for the application of CBT interventions • Demonstrate an awareness of the collaborative stance with the clients/service user • Develop CBT specific intervention plans • Demonstrate awareness of ethical practice and professional issues • Demonstrate self-direction and originality in considering client/service user problems • Critically evaluate how own and/or others emotional responses/experiences contribute to enhancing practice • Demonstrate an ability to adapt CBT sensitively and to ensure equitable access for people from diverse cultures and with different values
Syllabus Outline	<p>The module introduces the importance of the link between cognition and emotion and through the pioneering work of Beck and Ellis goes on to present a view of mental health issues through the process of distorted thinking and attributions. The more recent work of authors such as Padesky is used to encourage trainees to consider their own ways of thinking and how this might lead to distressing emotional states of their own, as a way of becoming aware of the cognitive-behavioural philosophy and therapeutic style. Trainees will learn key stages of therapy including agenda setting, formulation, thought identification and challenging, with emphasis on maintenance of change and using the relationship to engage clients and overcome difficulties.</p>

Contact Hours	The module is taught over approx. 24 hours which include lectures, small group work and DVD demonstration of key CBT skills. Students are expected to support their learning with additional study time as specified in academic regulations.
Teaching and Learning Methods	Interactive lectures, discussion, formative experiential exercises, DVD demonstration of therapeutic practice
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it e.g. students may be expected to purchase a set text, be given or sold a printed study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and if appropriate, students will be given guidance on how to identify relevant sources for themselves e.g. through use of bibliographical databases.</p>
Indicative Reading List	<p>Recommended Learning Support Materials</p> <p>Essential Reading: Sanders, D & Wills, F. (2005). Cognitive therapy: An introduction. Sage.</p> <p>Westbrook, D., Kennerley, H., Kirk, J. (2007). An introduction to cognitive behaviour therapy: Skills & applications. Sage.</p> <p>Wills, F. (2008). Skills in cognitive behaviour therapy. Sage.</p> <p>Recommended Reading. Bennet-Levy, J. (2010). Oxford guide to low intensity CBT interventions. Oxford University Press.</p> <p>Williams, C. & Chellingsworth, M. (2010). CBT: a clinician's guide to using the five areas approach. London: Hodder Arnold.</p> <p>Simmons, J. & Griffiths, R. (2009) Cognitive behavioural therapy for beginners. London: Sage.</p> <p>Gilbert, P & Leahy, R. L. (Eds.). (2007). The therapeutic relationship in the cognitive behavioural psychotherapies. London: Routledge.</p> <p>Hays, P.A., Iwamasa, G. (2006). (Eds.). Culturally responsive cognitive-behaviour therapy: assessment, practice and supervision. Washington, DC: American Psychological Association.</p> <p>House, R. and Loewenthal, D. (2008). Against and for CBT: towards a constructive dialogue. PCCS Books.</p> <p>Leahy, R. (2003). Cognitive therapy techniques: a practitioner's guide. New York: Guilford Press.</p> <p>Milne, A. (2008) Cognitive behaviour therapy. London: Teach Yourself.</p>

	<p>Neenan, M. (2006). Cognitive therapy in a nutshell. London: Sage.</p> <p>Neenen, M. & Dryden, W. (2006). Rational emotive therapy in a nutshell. London: Sage.</p> <p>Padesky, C., Greenberger, D. (1995). Clinician's guide to mind over mood. New York: Guilford.</p> <p>Tribe, R. & Morrissey, J. (Eds.). (2005). Handbook of professional and ethical practice. London: Brunner-Routledge.</p> <p>In addition to these general texts students will be advised about specific texts and relevant journal articles and are encouraged to do their own literature searches around the syllabus content.</p>
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Part 3: Assessment	
Assessment Strategy	<ul style="list-style-type: none"> • The module is assessed by a one hour in class test (taken during the module) which is worth 25% of the overall assessment mark AND a 2000 word coursework essay that is worth 75%. While the in class test assesses students' understanding of key aspects of the CBT model, the coursework essay builds on this giving them opportunity to demonstrate their abilities to apply this knowledge to case material. • Small group work within sessions and reflective exercises give students opportunities for formative assessment and feedback. • Students are assessed according to their ability to show that they have met the learning outcomes for the module.

Identify final assessment component and element	Component A element 1	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. EX1 Examination 1 Hour. Assessment period 1	100%	
Component B Description of each element	Element weighting (as % of component)	
1. CW1 Essay (2000 words)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. EX2 Examination 1 Hour. Assessment period 3	100%	
Component B Description of each element	Element weighting (as % of component)	
1. CW1 Essay (2000 words)	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		